

Ka Leo o Hawaii

The Voice of Hawaii

VOL. VI.

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No. 7

NEW LITERARY MAGAZINE OUT

Monthly Paper Started By Class In Advanced Composition

A new literary magazine has made its appearance on the campus, entitled KA HEE, which is published by Dr. Laura V. Schwartz's class in advanced composition. The first issue consists of twenty-five mimeographed pages, and contains various types of literary work, from descriptions to stories and essays and book reviews. The magazine is issued by and for the thirteen members of the class. But, with the kind permission of Dr. Schwartz, Ka Leo will reprint from time to time some of the articles in the magazines, for the benefit of the entire student body.

Contents Are Rich

The contents of the first issue, by titles, are as follows: Editorial, by B. S. M.; The Purple Island Off the Coast of Africa, by Gregory Parkhurst; a personal narrative by Lehua; Favorite Dislikes, by Myrtle Cox; Thoughts on Goodness, by Myrtle Cox; A Dead Cat Tale, by A. Florence; Kilauea, by Dallas Lee; Shattered, by Ellen Chalmers Frank; A Chinese Wedding, by T. M. L.; On Religion, an essay; On the Joys of Answering Advertisements, by Julia Concord.

Reviews of the following books are given: Private Life of Helen of Troy, by John Erskine; The Conference at Versailles, by Dr. E. J. Dillion; Portrait of a Man with Red Hair, by Hugh Walpole; The Story of Philosophy, by Will Durant; Fraternity Row, by Lynn and Montross; Heat, by Isa Glenn; Richard Kane Looks at Life, by Irwin Edman; Gentlemen prefer Blondes, by Anita Loos; The Understanding Heart, by Peter B. Kyne; A Girl from China, by B. Van Vorst; The Man the Women Loved, by Ruby M. Ayres; Education and the Good Life, by Bertrand Russell; the latest novel by Dorothy Carefield; The Treasure, by Selma Lagerlof; Greenery Street, by Denis Mac-kail.

Little Ships, by Kathleen Norris; The Silver Forest, by Ben Ames; The Fall of Babylon, by William Daston; The Hair Haired Girl, by Carolyn Wells; Caravans by Night, by Harry Harvery; My Mortal Enemy, by Willa Cather; and The White Monkey, by John Galsworthy. A theatre review of the film "The Cohens and the Kelleys" is also included in the magazine.

Ka Hee Editorial

The leading editorial in KA HEE is very interesting:

"With this issue of The Squid a new magazine makes its appearance in the world of literary journals. Ka Hee will not however, seek admittance into the circle of the elite. It is, like its distinguished prototype of the deep waters, of rather ungainly, even repulsive, appearance, at least when compared to such of its contemporaries as Harper's or Century. Besides this, the close observer of marine affairs will notice several other striking similarities between the devilfish and Ka Hee. The long tentacles reach out in all directions eagerly searching for food.

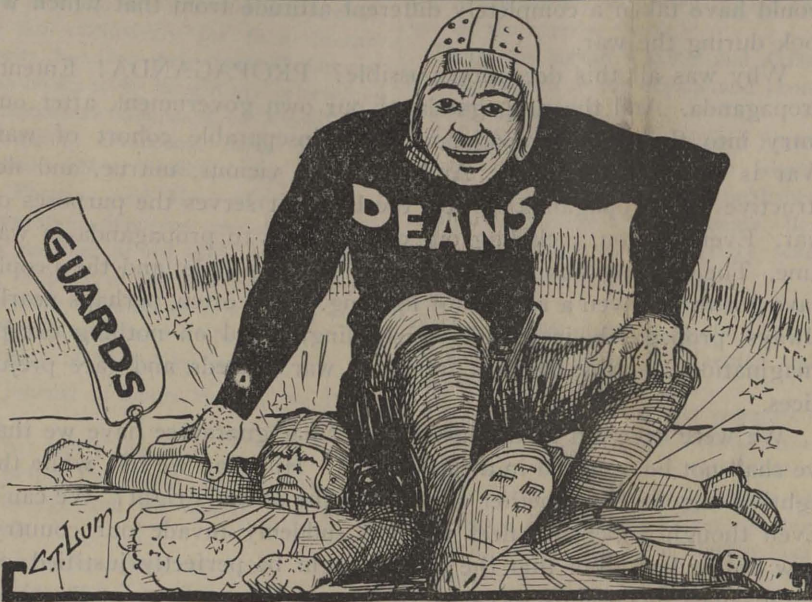
(Continued on Page 4)

Dr. Laura Schwartz Addresses Hilo Club

Miss Schwartz was invited to Hilo to address the Hilo Women's Club and to assist in the organization of a group of the members who are taking up the study of modern poetry. She chose for her address "The Youngest Generation in Poetry,"—present day poets who are writing things for and about children, and children who are writing poetry.

The work of the club took up an afternoon and evening, and then Miss Schwartz visited the volcano and other interesting places on the island. She was entertained by Mr. and Mrs. Carl S. Carlsmith of Hilo.

CAN WE DO THIS TODAY?



AGGIE CLUB HOLDS BUSINESS MEETING

The regular bi-monthly meeting of the Aggie Club was held on Monday at 12:45 p.m. at the club room. Reports by the various committees of the club were submitted to the members of the club at this meeting.

The dance committee reported that the best time for the proposed barn dance would be Saturday evening, November 13. If this dance proves to be a success the affair will be followed by a hay-ride.

Haiku Farm Needs Man

At the present time Haiku Farm, on Maui, is in need of a man to take charge of its poultry farm, which is to be enlarged soon. It was suggested by those in charge of the Haiku Farm that some member of the Aggie Club might care to take up the proposition. In a letter to the Aggie Club, the Farm officials ask for a man who knows poultry-raising, and who is an honest, dependable workkr. The pay is to be determined by the results of the man's work.

The committee on part-time jobs reported that there are several jobs now available. One of these is a contract for picking pigeon-pea in the field between the dairy and the men's dormitory. Three cents will be paid for every pound of pigeon-pea seed picked.

Clearing Lantana Bushes

Professor Henke offered to the club a contract to clear away the lantana bushes which now infest the field on which the new university poultry-yard is to be started.

Noah Pekelo, superintendent of the university farm, has set aside three and one-half acres of land for the use of the Aggie Club. The members of the club decided to start work right away, in clearing up the field for planting by the beginning of next year.

To Sell Tomatoes

The Aggies are planning to plant the field in tomatoes, which will be ready for the market before school closes for the summer vacation. The only expenses which will be incurred will be the purchase of mulching paper and stakes. The members of the club will furnish their own labor.

A stag-party in the form of a smoker was proposed at the meeting, but no definite action was taken on the proposition. The members of the club

(Continued on Page 4)

COSTUME APPRECIATION CLASS IS ENJOYED BY THE STUDENTS

A very interesting and well attended class is Madam Dahl's course in costume appreciation.

Besides the regular members there are auditors who come in to learn the right thing to wear at the right time; the becoming headdress; and other important details which must be considered by the well dressed woman.

Madam Dahl lays special stress upon the importance of the ensemble. No one can look chic if she wears the wrong things together, no matter how pretty these things may be separately.

STUDENTS FROM MANY RACES AND STATES

The name University of Hawaii is becoming synonymous with "cosmopolitan" and "metropolitan,"—or with other titles meaning, "common to all the world, not "local or limited," and "the leading seat or center."

A glance at the statistics from the registrar's office calls attention to the fact that 23 (twenty-three) of the states are contributing toward our student body, and that outside of the Hawaiian Islands, which form, of course, the principal source of students, sending 622 out of the 728 enrolled. There are representatives from Guam, China, the Oahu leads with 483 students, proof Korea and Mexico.

Phillipine Islands, France, India, Japan, of the increasing popularity of the home universty with the local young people. The percentage of attendance as translated into racial groups is interesting and enlightening. The Caucasian predominates over all other groups, with 41.07 percent of the total; Japanese second with 28.02 per cent; Chinese third, 14.42 percent; Hawaiian and part Hawaiian next, 11.67 per cent. Korean and Portuguese drop to 1 percent and a fraction, while Filipinos are less .96 percent to be exact. All others (not including Portuguese) fall to last place with .68 percent.

As a potpourri of specimens for the benefit of a student of anthropology the University of Hawaii offers a convenient laboratory.

Appended is a list of countries and states that contribute one or more student to the enrollment of the University of Hawaii:

Oahu	483
Hawaii	71
Kauai	55
Maui	51
Molokai	1
Lanai	1
California	9
Colorado	1
Connecticut	1
Florida	2
Idaho	3
Illinois	6
Kansas	1
Massachusetts	1
Minnesota	2
Mississippi	1
Missouri	2
Montana	1
Nebraska	1
New York	2
North Carolina	3
Oklahoma	1
Oregon	2
Pennsylvania	2
Utah	1
Virginia	1
Washington	3
West Virginia	1
Wisconsin	1
Guam	1
Philippine Islands	5
France	1
China	2
India	2
Japan	5
Korea	1
Mexico	1
	728

FIGHTING DEANS TO PLAY NATIONAL GUARD TEAM AT MOILIILI TODAY

PHYSICAL EXAMINATION IS REQUIRED OF ALL MEN

President A. L. Dean announces that the Physical Examination for men, now being held, is a University requirement. Students who do not report at the appointed time will be required to take a physical examination at their own expense, if they have not made previous arrangements with Mr. Klum.

Otto Klum announces that it is compulsory for all men to take the Physical Examination, even though the R. O. T. C. examination has been previously taken. If a student has a test at the hour he is scheduled for the Physical Examination, he is advised to take his test, and see the doctor at the next hour.

Excuse blanks should be filled and left with the doctor, if the student has a regular class at the hour set for his examination. The men are urged to look at the schedule posted on the Bulletin Board in Hawaii Hall, outside President Dean's office, and find out when their examination period comes.

Miss Miller's Classes Popular With Students

With a registration for 14 students, Miss Miller's class in Food Economics is carrying out a very interesting program of study and activities. The enrollment is a marked increase over that of the two years past, when but one student reported for work each year.

The class, which is given every other year, is now in its third year. Its purpose is to give to the student a working knowledge of the production and marketing of foodstuffs, and of their preparation on a commercial as well as household scale.

Students Visit Candy Store

To this end the students have already visited the Honolulu Dairymen's candy factory, Mr. Munro's jelly making establishment, and May's coffee roasting shop. As they are studying various methods of food preservation they plan later to visit a cold storage plant. A bakery will likewise be studied by the class.

The laboratory work of this class thus far has consisted of the making of jelly, marmalade, candy, and frozen desserts. This will be followed by a study of cereals and of meat.

Household Management Class

The semester problem of the Household Management class is the planning and furnishing of a house within one's income. Once a week this class has made visits to various houses which were in the course of construction, and also completed houses. Special attention was given, in these visits, to convenience and floor arrangements.

Since the special problem just now is the planning and fitting out of a convenient kitchen, the class is visiting stores and making an inspection of various kinds of kitchen equipment. Later in the year a study of budgeting will be made.

Food Preparation Class

A special class in elementary food preparation is held for students who wish to major in home economics, but who have not had the required work in their high school course.

Miss Doris Hair is carrying on an experiment in the feeding of rats and guinea pigs. She is seeking to determine the vitamin A, B, and C content of bean sprouts, and the effect of cooking on the vitamin.

The U. H. Tomorrow

The completion of the quadrangle, the erection of an auditorium, an enlarged and beautiful campus—all these will be added unto the present accomplishment of the years that have gone ahead. We look to tomorrow with confident expectation of wonderful development and growth.

Militiamen have Strong Team Primed For Today's Fight

After two weeks of instruction in new plays, the pigskin proteges of Klum and Galt will receive their second test of the season today at 2:30 p. m. when they clash against the National Guard eleven in a gridiron game at Moiliili Field.

The contest promises to be a fight from start to finish, for its outcome will have an important effect on the championship aspirations of both teams. With this in view, the "Fighting Deans" are expected to put their heart and soul in every play and every move. Naturally, it behooves the whole student body to turn out en masse and spur on the valiant sons of Hawaii to victory.

Meanwhile, Herman Clark and "Bill" Rosa, the National Guard mentors, are not overlooking the significance of the struggle. They have corralled a mighty force of young football talents. For instance, those who have signed up to serve under the colors of the territorial militia include: John Kiaka of Kamehameha School, Sniffen, Sato, Forsythe, Kinney, Dawson, and Beck of McKinley, and Nobriga, McKeague, Hailele, and Sakuma of St. Louis College.

The probable starting lineups of both elevens follow:

Position	National Guard	Varsity
L E	H. Holt	W. Holt
L T	W. Clark	Wedemeyer
L G	Sniffen	A. Kaaua
C	Kiaka	Lambert
R L	Hailele	Towse
R T	H. Clark	Wriston
R E	A. Dawson	A. McQueen
R H B	Sato	E. Fernandez
L H B	Nobriga	W. Fernandez
F B	Kinney	MacFarlane
Q B	Forsythe	G. Morse

The Varsity reserves comprise: A. Brown, B. Farden, D. Smith, Gurrey, J. Gerdes, Shikata, L. Ferreiro, F. Steere, ends; "Buster" Holt, Ainoa, Rice, Baker, Roy Jacobson, tackles; C. Jacobs, L. Dean, Lindsey, J. Shin, Walker, guards; Chalmers, Weight, Janssen, centers; Whittle, C. Auld, halfbacks; "Sonny" Kaeo, M. Peterson, fullbacks; and A. Lemes, quarterback.

The National Guard squad is reinforced by: C. Hohu, Beck, E. Spencer, Chun, Bowmer, ends; Williams, E. Iaea, Cullen, Winchester, Kenn, Sakuma, tackles, Ilae, Estrella, I. Iaea, Punihaole, S. Iaea; Dominici, center; Kaupiko, McKeague, Allen, halfbacks; and Naone, Marino, quarterbacks.

Kahanamoku, McGerrao To Speak This Evening

Sam Kahanamoku will speak on his trip to Japan with the Hawaiian swimming team, at the meeting of the Japanese Students' Association, which will be held at the Y. M. B. A. auditorium on Saturday evening at 7:30 o'clock.

Sam McGerrao, who has spent six years in Japan, will speak on the topic "Student Life in Japan." McGerrao is a graduate of Keio high school, and speaks fluent Japanese. He is of Hawaiian parentage.

Moses Inaina, university song-leader will sing several special solo selections at the meeting. Moses has a pleasing tenor voice and his singing is always a delight to his hearers.

The meeting is open to all friends who are interested. A social program of Hallowe'en games and stunts is being arranged by a committee, with Steward Tashiro as chairman. Refreshments will be served.

Get the habit of deep breathing. It helps to increase health and strength; it also builds better mind and spirit.—R. L. Alsaker, M. D.

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EDITOR-IN-CHIEF
SHUNZO SAKAMAKI
BUSINESS MANAGER
HUNG WAI CHING

STAFF

Advisor: Prof. John M. Baker. Sports: Harry Shiramizu. Reporters: Mitsuo Kido, Ethel Widdifield, Thomas Kurihara, Shigeo Yoshida, Mary Gertude Luebbemann, Marguerite Louis, Mrs. Lindeman, Alfred Aki, Akiyoshi Hayashida, Fortunato Teho. Assistant business managers: Henry Tom, Percy Smith. Circulation: Denichi Kawahigashi.

LASTING PEACE

Till the war-drum throb'd no longer, and the battle flags were furled
In the Parliament of man, the Federation of the world.
There the common sense of most shall hold a fretful realm in awe,
And the kindly earth shall slumber, lapt in universal law.

—TENNYSON.

EDITORIAL

OUR ATTITUDE TOWARD WAR

The question has often been put: "Who won the World War?" Have we ever stopped to consider the question, "Who started the War?" Who did? Instinctively, many of us would answer that Germany did. Many of us still believe that the World War was an attempt by German militarists to dominate the world. For did not we hear from a thousand entente trumpets, during the war, that the war-guilt lay in a single nation, Germany, and a single sovereign, the kaiser? Were we not told by our newspapers and by our own War Department that the Germans had been systematically preparing for the World War for many decades prior to its outbreak in August, 1914? Did we not accept unquestioningly the entente propaganda that the Allies were fighting to defend humanity against the domination of German Kultur?

The charge that Germany brought on the War is the baseless fabrication of war propaganda and war hatred, according to Prof. Harry Elmer Barnes, of New York who has made a remarkable analysis of the problem of War Guilt.* Professor Barnes lays the outbreak of the war squarely on the shoulders of France and Russia. Of course, he does not mean the French and Russian peoples, but the clique of men who were in control of foreign affairs, in France more particularly Poincare and Delcasse, in Russia Isvolksi and Sazonov.

Professor Barnes, after a painstaking study of the Russian documents, has come to a conviction that the War arose out of a common plan agreed upon by France and Russia. The agreement specified that in a coming general war Russia was to acquire the Straits (the Bosphorus and Dardanelles) and France the lost provinces of Alsace and Lorraine. It also stipulated that a Balkan disturbance should be utilized as the occasion for setting the match to the powder train.

On June 28, 1914, the anticipated crisis in the Balkans was precipitated by the murder of the Austrian heir at Sarajevo, Serbia. Professor Barnes declares, on the strength of evidence now available, that the outrage was perpetrated under the auspices of the Serbian military authorities, and with the full cognizance of the civil government. What an innocent little Serbia indeed!

Three hours before it dispatched its meek answer to the Austrian ultimatum the Serbian government issued the order which put its entire army on a war footing! Twenty-four hours before this Serbian order for mobilization was issued, the Russian government, through Sazonov, called its whole army to the colors! "No sooner had the murder of the Austrian heir been perpetrated than the acts of both Serbia and Russia looked uncompromisingly to war."

What role did the kaiser play during these fateful days preceding the War? At first the kaiser endorsed Austria's plan to make a purely punitive expedition against Serbia. However, when on July 28 he realized the threat looming across the Russian border, he recalled even this endorsement and strove with all his power to close the Austro-Serbian conflict. The kaiser did not desire a general war. He cannot be charged with the least step towards precipitating a general war, until Russia on July 30 slammed shut every door to negotiation by issuing her fateful mobilization order.

As early as 1915 Lord Loreburn, ex-chancellor of England, pronounced a purely intuitive judgment which is in amazingly exact concord with the conclusions arrived at by Professor Barnes after careful, exhaustive study from the documents. Lord Loreburn said: "We went to war in a Russian quarrel because we were tied to France in the dark." The "dark" is generally accepted as referring to the private commitment of Sir Edward Grey, the British foreign minister, to the France of the war-plotter, Poincare.

Professor Barnes' conclusions are, of course, open to criticism. But it is a significant fact that, though his book has been widely read for many months now, no historian or diplomat of any note has risen to refute his conclusions. To us also they appear unanswerable. Very likely Professor Barnes will modify some of his innumerable details from time to time as new evidence is brought to light, but the bulk of his book will probably stand the test of time.

In view of these striking revelations we have got to change our war attitudes. In chastened attitude we must recognize that we, and not the Germans, were the more badly deceived as to the true issues of the War. It was not "a War to save Democracy from German autocracy." It was a purely selfish war, instigated by a few Frenchmen and Russians. And we, the people of the United States, were so far deceived by the entente propaganda as to believe that the Germans

were a "pack of blood-thirsty Huns led by a mad kaiser," whose alleged ambition to conquer the world, the Allied armies were trying to curb.

The great President Wilson himself was fooled, along with all of us. And we lent our assistance towards the attainment of the selfish aims of the Allies. We do not blame Woodrow Wilson or the nation at large. The United States entered the war, with a supreme belief that they were on the right side. Our judgment as to the issues of the war was erroneous, tragically so, but the world must recognize that as far as we could see the right, we embraced it. Had we known as much about the true causes of the War, then as now, we probably would have taken a completely different attitude from that which we took during the war.

Why was all this deception possible? PROPAGANDA! Entente propaganda. And the propaganda of our own government, after our entry into the war. Propaganda is an inseparable cohort of war. War is fundamentally evil. And the more vicious, untrue, and destructive that propaganda can be, the better it serves the purposes of war. Every nation, including our own, resorts to propaganda in war time. The fighting has got to be done by the people, and the people have got to be given a reason for fighting. Very often, perhaps nearly always, propaganda is wilfully misleading, based on nothing except imagination and the baseless fabric of war hatreds and race prejudices.

We were deceived in the last War. What guarantee have we that we shall not be deceived in a future War? How can we tell, while the fighting is going on, whether one side or the other is right? We can't. Even though an enemy fleet were to suddenly invade our country, how do we know but that the attack might be perfectly justified, on the grounds of circumstances which are not known to us at the time, but which are known to the invaders and to our higher officials at Washington?

For generation after generation mankind has glorified war, and worshipped its Caesars, Alexanders, and Napoleon Bonapartes. War was thought to be a school for virtue, and men lived and died to glorify Militarism. War was once the chief business of a nation. But what shall we do about War today? And what are we going to decide for the morrow? Are we to continue to be slaves under Mars? Or have we the courage to stand up against the forces of Militarism, and declare our allegiance to the principles of the living Christ?

This is a time for brave men. Men who will stand by their principles. Men who will rather go to death than sanction any more wars. Men who are not afraid to say that they would rather be the killed than the killer. Men who are determined that War must go, as slavery has gone. Men who are brave enough and strong enough to put into practice the principles of the incomparable Nazarene. Men who are courageous enough to stand with the Prince of Peace, and not be ashamed to be called Pacifists. Are we equal to this test?

* **The Genesis of the World War. An Introduction to the Problem of War Guilt.** By Harry Elmer Barnes, New York. Alfred A. Knopf. 1926. \$4.00

AN EXPERIMENT STATION IN COLLEGE EDUCATION

A profoundly interesting experiment is being tried this year at the University of Wisconsin. An experimental college has been established within the State university, with Dr. Alexander Meiklejohn, former president of Amherst college, as dean. The new college is part of the College of Letters and Science and was established as a laboratory for testing new curricula and teaching methods.

The experiment was proposed by an all-university study commission, of which the noted Dr. Meiklejohn was a member. President Glenn Frank outlined the general plan of the new college, in an address made last spring. The elective system falls under the disfavor of Dr. Frank who believes that it was adopted as a refuge from "an increasingly unmanageable mass of modern knowledge." He believes that the student should be "exposed to a broadly concerned and coherently organized body of general knowledge during some definite period of the college years that precede the intensive specialization of graduate study and professional training."

In the plan originally proposed by Dr. Alexander Meiklejohn, he suggested that "we might find our way out of the confused wilderness of unrelated specialisms, not by any formal synthesis of modern knowledge in a curriculum but by devoting the freshman year to the comprehensive study of a single historic episode such as the Greek civilization, setting the freshman to reading the literature of that period, and, under the friendly guidance and stimulation of a faculty of men who were masters of special fields, taking that civilization to pieces, seeing how it worked, what forces animated it, and what germs of the future were thrown up by it."

Dr. Meiklejohn's assumption was that the student, after a year of such study, would begin to see and handle most of the early forms of modern knowledge and life.

The noted educator suggested that the sophomore year might be devoted to "a similar study of some other and later historic episode, say English civilization in the nineteenth century, or maybe our own American civilization, the assumption here being that the students would doubtless be led during the sophomore year to draw comparisons between the ways different peoples go at the job of building and administering a civilization, and to discover what kinds of civilizations occur when different sets of factors are present. This is, of course, an adaptation to higher education of the project method that has been worked out in primary and secondary education. And there at least is this advantage in taking a situation out of the past rather than out of the present—it will stand still while you study it."

Only volunteer students are enrolled at this experimental college. The tutorial system is to be followed. On completion of the sophomore year, the students will proceed to the regular work in the College of Letters and Science.

KA LEO OPEN FORUM

The Editor, Ka Leo
Sir:

A few more words anent the 'College Philosophy' question. I am deeply grateful to the original author for his characterizing me as one of the "brighter students" but must say that he does me too much honor; I bow humbly before one greater than I.

Again, far be it from me to stifle anyone's propensity for deep and serious thinking; never would I knowingly strand them in the shallows of our every-day world, said shallows being too crowded for one thing, and for another, it is dangerous to bring a deep sea inhabitant too close to the top—they have a tendency to burst because of the unequalized pressure.

I do not fear, however, that anything I may say will dissuade anyone who is really serious about his deep thinking, for if they have the character to think deeply, it will take more than one of 'the brighter students' to change them. I do maintain, however, that we each have the right to express our disagreement with views that do not meet with our approval, or which are contrary to our own 'philosophy' such as it is. This disagreement is not personal in any sense of the word—it is simply a dispassionate statement of a contrary opinion. I regret the loss of the bulletin board, but cannot see why the two incidents, loss and disagreement, should be classed together.

The former article with the scare head was, as I stated at the time, not my own, but the contribution of a student (?) more bashful and retiring than I, who nevertheless, felt rather strongly on the matter. I feel called upon to say a few more words on the matter.

First: I object to second-hand ideas unless the dealer gives good and sufficient reasons for his conversion to them. Unless he does this, no matter if the original author possesses an illustrious name, the idea doesn't ring true.

Second: I believe that all knowledge is acquired to conquer the world of matter in the last analysis. Knowledge that is not put at the disposal of mankind is wasted. The matter-of-fact individual is of just as much worth in his way as the great philosopher or abstract thinker. Everyone has a part to play and as long as they fulfill their parts, they justify their existence. A university education makes the ordinary man more efficient so it would be an injustice to force him out to make room for the more gifted individual, who is seeking knowledge of the so-called higher things.

Third: It is a great responsibility to say anything is wasted. While it is true that compulsory courses hold back the students who enjoy them the average student is not developed enough to know what is good for him, and is inclined to take the things that are easiest. None of us like to work hard or do we know what will be of benefit to us in later life. If we are going to take the practical things alone, only one side of our natures will be developed, and the illustrious educators will have grounds for their criticisms.

Finally, the will of the majority rules, and when enough earnest people are earnest enough to push their demands, freedom from restrictions and self-determination, be assured that they will be allowed all the freedom they want.

Sincerely,
Thad. R. Coykendall

"Harmer John" by Walpole.
"On the Stream of Travel" by Hall.
"Arcturus Adventure" by Beebe.
"Introduction to Sally" by Arnim.

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RAMBLING IN ARTS, LETTERS AND MUSIC

AT THE THEATRES

THE PRINCE OF HAWAII

Hawaii, the old and the new, held the stage of the Princess Theatre from October 18th to 23rd inclusive.

The Prince of Hawaii, a Hawaiian operetta, produced and managed by Charles A. King, well-known locally, the parts taken by home talent, all of whom are of Hawaiian blood, whole or part, was offered for the benefit of the Hawaiian Educational Fund.

The operetta is an elaborately arranged pageant of Hawaiian customs, history, sentiment and music, the small dialogue interspersed throughout, but serving (and not any too cleverly) to lead up to the musical numbers.

The Hawaiians are natural musicians. They appear to be singularly gifted with perfect rhythm, fine tone, and a sensitive ear. The harmony of their voices together is a joy to one's heart. They also have splendid stage presence, are graceful, poised and dignified.

The costumes were brilliant. The effective capes and helmets of old Hawaii's chiefs, tapa cloths, hula skirts, and white robes of the kahuna mingled, massed, and faded from each ensemble.

The stage setting, (that important part of any spectacular production) was excellent. Simulated waves at Waikiki, a life sized moon, waving cocoanut palms, rushing water falls, all lent life and realism. The odor of fern, maile and ginger filled the theatre, the colorful leis adding the final touch to the already beautiful background.

Waving Kahilis—over royalty, massive Kahilis, like a feather forest, in the hands of court followers, the tom-tom of gourds, olis chanted, hulas danced, meles sung, all this was part of the very interesting performance.

Joseph Kamakau needs no introduction to the people of Honolulu. His splendid voice was well fitted for the role of the King. The Queen (Mabel Whittle) was attractive in her part and enunciated her few lines distinctly. Her voice, however, carries a "tremolo," which in a measure detracts from its sweetness and purity of tone.

The Mixed Chorus, under the guise of Serenaders, was very fine. The numbers offered without the orchestra were beautiful in harmony and ensemble.

The Prince (grown up during the evening) has a sweet tenor, which he used to advantage. The Quartette posing as his companions, A. Lalanihina, Wm. Kaina, W. K. Kekapa and S. Kalalouahi, was particularly fine, the Kamahameha song being among the gems of the evening.

Anthony Zablan as the Chinese merchant cursed with many daughters and no son, made the most of the very short piece of comedy allowed in the performance. His costuming, and that of his daughter, was rich in color and texture.

Theresa Andrews as the princess was graceful, sang well and made a charming companion to the Prince, now a product of the Missionary School and dressed in most approved "haole style," with his orders glittering on his breast. If there be any criticism to offer, and

Faculty Book Circle Buys Many Books Every Month

The Faculty Book Circle is an organization to which any member of the staff of the university may belong upon the payment of two dollars per year. The proceeds are spent for books chosen not exclusively for their literary merits but for their general interest. The books to be bought are selected by a committee composed of Miss Laura Schwartz, chairman, Miss Marjorie Babcock, Mrs. T. M. Livesay, Mrs. S. D. Porteus, and Miss Mary Pringle. Suggestions however, are welcomed by any member of the club. The following is a list of the new books received since the opening of school:

"My Mother and I" by Stern.
"Way of Stars" by Beck.
"Journal of Louis Hemon" by Bradley.
"Art and I" by Hind.
"Before the Dawn" by Kagawa.
"George and the Crown" by Kaye-Smith.
"Little Poor Man" by Lee.
"Lives and Times" by Minnigerode.
"Desire Under the Elms" by O'Neill.
"Little Dark Man" by Poole.
"Mahatma Gandhi" by Rolland.
"Scarlet Cockerel" by Sublette.
"Mother's Recompense" by Wharton.
"Too Much Money" by Zangwill.
"Thunder on the Left" by Morley.
"Beau Sabreau" by Wren.
"Labels" by Gibbs.
"Show Boat" by Ferber.
"Mantrap" by Lewis.
"Silver Spoon" by Galsworthy.
"Soul of China" by Miln.
"Cousin Jane" by Wilson.
"Painted Veil" by Maugham.
"Incredulity of Father Brown" by Chesterton.
"World of William Clissold" by Wells.
"Show Business" by Winslow.
"Casuarina Tree" by Maugham.
"Debits and Credits" by Kipling.
"Fraternity Row" by L and L Montross.

one hesitates to offer any in the fact of Mr. King's stupendous work and splendid success, it would be this:

The talking parts are lacking in spontaneity—they become wooden in the mouths of those who are not accustomed to this manner of speech. Why not arrive at a more natural form of dialogue?

One more thing. The orchestra, while good in itself, detracts from the production as a whole. It is too loud. In many places the Hawaiians themselves could have carried all accompaniment on their own ukuleles and guitars, and at any rate, the "brasses" were too ambitious.

This is meant not unkindly but as a suggestion for future use. As a whole the Prince of Hawaii was well worth seeing, undoubtedly a treat to tourists, and a pleasure to the Kamaaina.

LIBRARY BREAKS RECORD

The University library during September, shattered all records, it is announced. A total of 1700 books were drawn since the opening of school.

New students are quick to learn the use of the library and very fair in the use of the reserve books.

There are between 35,000 and 40,000 bound volumes in the library and about 90,000 unbound.

The library is the only United States government depository on the island. It receives everything that is published in all the government departments. Besides this, nearly all the States send experiment station publications.

No money is expended on fiction. The only books of fiction in the library are those donated by the faculty and other friends.

The library staff has just completed the bibliography for the Pan-Pacific Conference which meets in Hawaii this summer with Dr. Arthur L. Dean as chairman. The subject taken up this year will be the "Study of Nationalism as Taught in the Schools." The office of the conference will be in the library.

The Faculty Book Circle is not a library organization. The Circle's books are kept on a shelf in the library as a courtesy to the faculty who donate a fixed amount each month for the purchase of the books. After a book has been on the shelf a year it becomes the property of the library.

The library building is not quite two years old. The pictures are loaned by the Cooke museum.

Two new members, Miss Claire Darby and Miss Kathleen Macfarlane, have been added to the library staff this year.

To be honest, to be kind—to earn a little and to spend a little less, to make, upon the whole, a family happier for his presence; to renounce when that shall be necessary and not be embittered; to keep a few friends, but these without capitulation—and above all, on the same grim condition, to keep friends within himself—here is a task for all that man has of fortitude and delicacy.—Robert Louis Stevenson.

The greatness of our life depends on so little! In the midst of the humblest incidents of ordinary days, the verse of a poet may suddenly reveal to us something stupendous. No solemn word has been spoken, and we feel that nothing has been called forth; and yet, why has an ineffable face beckoned to us from behind an old man's fears? Or why does a vast night, starred with angels, extend over the smile of a child?—Maeterlinck.

Minerva Club Gives Books On Things Portuguese to U.

Books on things Portuguese, which were given by the Minerva Club, a Portuguese mutual society of Honolulu, have just been placed on the library shelves.

The Minerva Club became interested in the University last year when Prof. Maro Beath Jones, who was on leave from Pomona College, taught Portuguese here. Professor Jones took an active interest in everything Portuguese and it was largely through his efforts that the Minerva Club voted twenty dollars to buy books with which to begin a Portuguese library.

The books were chosen by Professor Jones, and includes: "History of Portugal," "Nos Maris," "Brazil," and "The Colonies," and "Nun Alvares" by J. P. Oliveira Martins.

SPAULDING MEMORIAL

Another very substantial gift is the "Stephen Spaulding Memorial" given by Major T. M. Spaulding U. S. A. in memory of his son who died in December, 1925 while a student at the University of Michigan and who was a student at the University of Hawaii during the year 1923-1924. Major Spaulding has given many books from time to time including fifty dollars for the Chinese department and fifty dollars for the Japanese department. He sends books every month and sometimes more often. The books are on various subjects, the majority being historical.

Major Spaulding received his Master's degree from the University of Hawaii in 1924, while he was stationed in the Islands. He has always shown a keen interest in the growth and development of the University, as the "Stephen Spaulding Memorial" testifies.

READING CIRCLE

The Women's College Club Reading Circle gives from twenty to thirty books a year to the University—there are frequently duplicates in these books, in which case, one book goes on the faculty book shelf for a year and the other one to the University proper. These books are both fiction and non-fiction and comprise the books purchased and read by the Reading Circle during the previous year.

GRADING THE FACULTY

Five professors received less than passing grades in the student ratings published in the City College Student of the College of the City of New York last fall. The professors were classed in six groups, the lowest being F. Ten professors received A's.

The Student announces that the grading was done by a group of students qualified by their long familiarity with many members of the Faculty. "In this rating the prime consideration was the professor's general ability as a teacher. Personality and knowledge of the subject have been secondary factors. 'Ability' has been taken to mean the capacity for instilling a sincere interest in the subject-matter of a given course and the power to impart the information necessary as the basis of such an interest. Glittering platitudinizing and liberal-posing have been marked very low, as creating an ephemeral and specious interest."



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ON RELIGION

From KA HEE

A glance at almost any of the many modern magazines, both literary and popular, will reveal an unusual amount of interest and uncertainty in the minds of many Americans on the subject of religion. Picking up at random numbers of "The Atlantic Monthly" and "Scribners Magazine," I found listed in the tables of contents articles such as these: "Can Religion be Taught?", "The Natural History of a Soul," "The New Paganism," "The New Reformation." Not many years ago it was considered out of taste, almost unethical, to attempt to carry on a discussion pertaining to the religious convictions of the participants. The result of this is evident today. Among the large middle-class, whose main business in life seems to be to earn bread and butter, there has grown up a cold indifference to spiritual matters; and that class of people which does try to think and feel intelligently on the problems of civilization and life, has come to realize that by hushing up a thing its whole value is lost. They are taking religion and judging it critically from all angles. They are wondering what religion is, whether it is a necessary part in the good life, whether Christianity is a religion, and if so and if there is any value in religion, how it can be brought into the inner lives of individuals.

The advance of the sciences, especially recently the reorganization of the social sciences, has had a great influence in disturbing beliefs. Psychology now no longer studies human behavior in terms of good and evil action. It works on the theory that all our actions are the inevitable results of the environment on our native constitutions.

Thus it has come about that many young people, as they have entered college and come into contact with science, have been perplexed by religious problems. Many of these students finally settle their difficulties by giving up religion entirely. They no longer see any value in it. Others become affiliated with the so-called Modernist school of Christianity. Finally there are some who keep their orthodox beliefs.

I am still in the perplexed state. It seems to me, however, that none of the above solutions are quite satisfying. First of all, religion is a necessary part in any civilization which is to last and a religious attitude a necessary part in the life of any individual who wishes to contribute to the progress of that civilization. In either Modernism or fundamentalism I have not yet found anything which I myself have been able to think out and understand logically. In trying to come to a solution I have always tried to make it consistent with some form of Christianity.

As Christ is the key to Christianity we must look to his personality and to his sayings for an understanding of it. He speaks of himself as the Son of God and the Son of Man. He is both human and divine. As a man Jesus was an example to other men. He showed them how to live fuller lives than they had been living. He taught a morality far in advance of his time. But this was his contribution as man. It is the part we, as men, can understand, appreciate, and most important of all add to. As Diety God came to earth to be our Savior. This part, of

his mission, being divine, is incomprehensible to the human reason. It is the part we have to accept on faith. The modernists, in their religion, take only Jesus, the man. And as a result we find that what they teach in their churches is ethics. The fundamentalists, on the other hand, by considering only Christ, the Savior, offer something too remote and other-worldly. They lose the contact which Jesus because of his human qualities has with us. Each of these branches of the Christian religion leave something out which ought to be there.

If we look at some of the sects in Christianity, Quakers, Roman Catholics, Methodists, Perfectionists, and Puritans, we find that they differ almost as much from each other as Christianity does from Buddhism and Mohammedanism. Each sect seems to appeal to a distinct type of individual. The Quakers are calm, peaceful, and kind and they carry this peace and quiet into their worship. Roman Catholics love art and so they have paintings and music and pageantry in their cathedrals. The Methodists recognize the value of the emotions in arousing men to richer lives. The Puritans believe that men are sinful and not at all perfect in the eyes of God. The Perfectionists believe that man can attain perfection.

Let us now again consider the question: What is religion? According to the Pragmatic Rule we might say, "Religion means that you can dismiss certain kinds of fear and that you can live a happier, fuller life." But education would be defined similarly, as for instance, "Education means that you can live more intelligently." Is then religion identical with education? It is insofar as the purposes and results are concerned. In methods there is a difference. Religion makes use of the methods of education in its church, schools and sermons. But it also uses other methods which education is seldom thought of as using. Religion makes use of music, architecture, painting and pageantry, quiet and simplicity to inspire in men something which education does not inspire. It is a feeling akin to awe and reverence mingled with gratitude and hope. It puts men into communion with the divine. It is the religious spirit.

Many churches are discouraged because of the poor attendances at their services. The reason for this is nearly always because the churches do not offer real religion. Big sings and cheap revivals, superstitious idolatry and meaningless phrases, hell-fire and book-review sermons cannot in any way bring religion into the lives of the many moderns who are searching for it. When the churches recognize that they must incorporate into their services all that has been most beautiful in man's history, in art, in science, and in philosophy; when men realize that religion can inspire them to do the great things that the buildings of great cathedrals and the composers of beautiful masses did when they were inspired by the now often ridiculed Medieval Church, and when it is seen that Christ is both man and God, then,

SYSTEM OF MARKING SEVERELY SCORED

(From the Tufts Weekly)

One of the most deeply embedded factors in modern educational methods and one which is probably working more harm and doing more to frustrate true learning than any other is the system of marking with all the false conceptions and results which have grown up about it.

The system of marking or grading students was probably instituted in the first place as a very subservient part in the process of acquiring knowledge. Employed originally as a means for satisfying curiosity as to the relative standing of individuals or possibly for stimulating students by competition it enjoyed a humble beginning, characterized as neither radically good nor bad. It was supposedly the purpose of the scholar to educate himself, to center his attention on intellectual attainment and development.

How different the situation now! The whole educational system is built around that which had so innocent an inception, namely, marks. Beginning with the grammar schools, a large percentage of the attention and efforts of teacher and pupil are devoted to bringing the grades up to a certain standard so that progress on the educational ladder may not be shut off. The condition there, however, is comparatively harmless as compared with the situation in high schools and colleges. In the former it is veritably a fact that from the first year until the last nothing is allowed to swerve the mind of every class from the fact that the prime aim is to prepare along certain narrow and practically purposeless lines with the ultimate ambition of passing college entrance examinations or otherwise meeting technical requirements. Little heed is paid to the intrinsic worth of study and personal development. The same formulas, the same lines from Shakespeare, the same rules to be memorized everywhere year after year, are all calculated toward the same end, the passing of an examination.

When the individual in search of an education comes to college it requires an extraordinary amount of independence and sincerity of purpose to see through the shallowness of marks and other worthless artificialities and to devote an interest fired with a perception of true worths to actual learning.

The marking system as in practice is based on a fallacy. It is an attempt

AGGIES HOLD MEETING (Continued from Page 1.)

are to think the matter over, for another meeting, at which time definite suggestions are to be made.

Borden To Speak

Earl Nishimura, chairman of the program committee, announced that Mr. Borden, professor of agriculture at the Normal school, will address the Aggie club on Monday evening on the subject, "Animal Husbandry," which is professor Borden's specialty.

perhaps, religion will again become a vital force in civilization.

to drive, to scare, to force an unwilling person to study. With this purpose it spends valuable hours without number in giving examinations, in exacting attendance at certain periods; and the result is pitiful, an American student naturally resists this forcing and will not be taught.

If an education and the attainment of grades were synonymous the situation might to some degree be excusable but such is not the case. Marks are set up as the golden desideratum and are easily divorced from education in any real sense of the word. Students quickly and easily devise a knack of playing up to the professor, of figuring out approximately what examination questions will be, and concentrating on worthless bits, in short, they succeed in attaining grades without in any real sense experiencing education.

Another vicious and unjust practice that crops up under the theory of marking is that always and inevitably in every class the natural probability curve (we almost said curse) must be applied, whereby a certain percentage receive good marks, a similar number fail and a greater number are sifted in between. In other words some would have it that every seat in every class room have a grade on it—always making sure that a certain percentage shall fail—and it shall then be up to the professor merely to say which seat each student shall occupy. No matter what grade of work the class may accomplish the fate of a certain number is sealed. This we believe on the face of it to be unsound. It may be true that heights and weights and tides may follow a given curve but what reason is that for foreordaining fifteen per cent. of every group to failure?

Commander Spaulding Speaks To R. O. T. C. Men On Navy Day

October 27, Roosevelt's birthday, was observed throughout the United States as Navy Day. The purpose of the day was to familiarize the public with the navy; and as a part of this educative program, Commander Spaulding visited the University and gave a very interesting talk to the R. O. T. C. students on the significance of the navy. He spoke of the need of the navy in time of peace as well as in time of war, its part in the wars of the past, and the service that it renders the public today. He cited the development of the radio as an example of the work being done by the navy for commercial and scientific purposes. He spoke of the navy as being a constructive rather than a destructive unit. "The navy", he said, "should not be always associated with destruction and violence; it is, on the other hand, a constructive unit and the best safeguard against war."

Liberty and not theology is the enthusiasm of the present century. The very men who would once have been conspicuous saints are now conspicuous revolutionists; for while their heroism and disinterestedness are their own, the direction which these qualities have taken is determined by the pressure of the age.—H. W. Lecky.

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New College Magazine Appears on the Campus

(Continued from Page 1)

Almost everything is taken and little is rejected. The tentacles put all this food into the animal's mouth—the central and most important point of his body. In a similar way this squid has grabbed all the food for thought that it could find and little has been eliminated. Pen and ink are absolute essentials to the life of either squid. The only shell within the body of the sea mollusk is shaped almost exactly like those pens used by the contributors to Ka Hee when they have sought to express their feelings by a flow of Carter's blue-black ink. The sea squid express its feelings, usually of fear or anger, by a flow of ink from its ink gland.

"Neither this squid nor that squid is to be taken too seriously. The Squid will be contributed to by an ominous thirteen; it will be edited by these same thirteen; it will be read and criticized by the thirteen. It is their scrapbook and their secret.

"The editors have chosen for publication what seemed to them the best compositions—having as their standard of comparison the average composition of the group. Where contributions have been rejected they have been returned to the authors, with a clear statement of the reasons for rejection. This is the first issue and the editors as well as most of the contributions are inexperienced. It was therefore inevitable that the contributions sent in could not have been as excellent as in the future it is hoped they will be. The editors also have undoubtedly made mistakes of judgment in choosing what seemed to them the compositions worthy of publication. For these errors they ask the pardon of the contributors.

"The Squid makes its debut to the thirteen."—B. S. M.

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